DOCUMENT RESUME

ED 294 142 CS 009 123

AUTHOR Ridout, Susan Ramp; Bailey, Kevin Sue
TITLE The Reading Clinic.
PUB DATE 87
NOTE 49p.; For a related document, see CS 009 124.
PUB TYPE Guides - Classroom Use - Guides (For Teachers) (052) -- Guides - Non-Classroom Use (055)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS Curriculum Guides; Education Majors; Elementary Education; Experiential Learning; *Field Experience Programs; Higher Education; Parent Teacher Conferences; *Practicums; Practicum Supervision; Preservice Teacher Education; *Reading Centers; Reading Diagnosis; *Reading Instruction; Reading Teachers; Remedial Reading; *Student Teaching; Undergraduate Students
IDENTIFIERS Indiana University Southeast

ABSTRACT

Organized to allow undergraduate and graduate students to work together in helping children learn to read, this practicum manual provides guidelines and materials needed for the undergraduate section of the Methods of Teaching Reading II Reading Practicum at Indiana University Southeast. In addition to the syllabus, which includes a course calendar, course description and objectives, and written assignment formats, this manual supplies information concerning: (1) the reading clinic, with a sample lesson plan/log, weekly evaluation form, and student evaluation form; (2) the case report component, including case report guidelines, examples, and a sample criteria sheet for the case report; and (3) the parent conference, with a conference checklist, sample conference sheet, and pre- and post-conference instructions. Clinic communication forms, forms for use in the clinic, and handouts for use in the practicum are appended. (MM)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED294142

THE READING CLINIC

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
Susan Ramp Ridout

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☐ This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

WRITTEN/COMPILED BY: DRS. Susan Ramp Ridout
and
Kevin Sue Bailey

FALL 1987

CS009123

BEST COPY AVAILABLE

Table of Contents

I. Syllabus
- A. Course Description/Objectives
- B. Explanation of Practicum
- C. E341/X525 Course Calendar
- D. Written Assignment Formats
- E. Evaluation

II. Reading Clinic
- A. Guidelines for the Reading Clinic
- B. Tests to be Administered
- C. Sample Lesson Plan/Log
- D. Sample Weekly Evaluation
- E. Sample Evaluation: Criteria for Clinical Portion of Class

III. Case Report Component
- A. Case Report Guidelines
- B. Format for Case Report
- C. Examples of Case Report
- D. Sample Preliminary Case Report Evaluation
- E. Sample Criteria Sheet for the Case Report

IV. Parent Conference
- A. Checklist for a Good Conference
- B. Conference Sheet
- C. Conference Guide and Report
- D. Before, During, After Parent-Teacher Conference
- E. Types of Parents

V. Appendix I: Clinic Communication Forms
- A. Information Letter Regarding the IUS Reading Clinic
- B. Form to Parents
- C. School Summary Sheet
- D. Letter to Principal
- E. Letter to Parents

VI. Appendix II: Forms for Use in Clinic
- A. Materials/Strategies
- B. Manufacturers' Addresses
- C. Reading Clinic Schools' Addresses
- D. IRA's Guidelines for Professional Preparation of Reading Teacher
- E. Lesson Plans/Logs

VII. Appendix III: Handouts for Use in Course
- A. Reading Terminology #1, #2, #3
- B. Scope and Sequence Chart
- C. Reading Ladder
- D. Fry Readability Formula
- E. Materials Search

SECTION I

E341 Syllabus - Fall 1987

Instructor: Kevin Sue Bailey
Office Phone: [812] 945-2731, ext. 385

Text: Ekwall, Eldon E., Locating and Correcting Reading Difficulties (4th edition) Columbus: Charles E. Merrill, 1985.

E341 Methods of Teaching Reading II (3 cr.) P: H340, P250-P251-M201, M310-M311-M301, E339, E340. Diagnostic and prescriptive methods of materials for corrective instruction in reading, including minority and handicapped groups, with development of an appreciation for hardware and software that will facilitate instruction. Students will be expected to participate in appropriate field experiences. (Can be taken concurrently with student teaching.) (Early education experience fee required.) Fall Semester, Spring Semester.

Objectives: Upon completion of E341 the undergraduate teacher will:

-Identify the problems which readers encounter.
-Use various forms of informal diagnosis.
-Read and study Ekwall/Miller's diagnostic and prescriptive techniques and apply Ekwall/Miller's principles in the Clinic.
-Demonstrate the ability to administer an IRI.
-Construct and administer an interest inventory.
-Plan remedial lessons which are based on diagnostic procedures: language experience approach, computer, and Barnell Loft.
-Teach lessons in a clinical setting.
-Create activities which reinforce word recognition skills.
-Create activities which reinforce comprehension skills.
-Select and administer a checklist for the child being tutored.
-Develop a reward system to encourage free reading.
-Plan and conduct a conference with parents, collect data for conference.
-Demonstrate mastery of terminology, testing, and topics covered in class.
-Compile and submit a Case Report on each child tutored.
-Demonstrate a professional, responsible, and positive attitude at all times.

Expectations:

Clinical Responsibilities:

-Perfect attendance.
-Work cooperatively with graduates.
-Tutor one or two children.
-Write daily lesson plans and logs.
-Locate appropriate materials to be used with the assigned child(ren).

over

Clinical Responsibilities (continued)

-Maintain a folder on each child.
-Write case study(s).
-Conference with parents: collection of data for conference.
-Maintain a professional attitude and appearance at all times.

Course Responsibilities

-Attend class, participate in class discussions and activities.
-Submit all work sheets on dates due.
-Analyze an oral reading tape.
-Complete tests.
-Complete Case Report.
-Compile and submit "Undergraduate Creation" folder.
(See "Written Assignment Formats".)
-Complete all class assignments.

Explanation of the Practicum

Methods of Teaching Reading II/Reading Practicum has been set up specifically to allow undergraduate and graduate students to work together in helping children learn. The three purposes of the Reading Clinic are as follows:

1. to serve as a training center for undergraduate students prior to or concurrent with student teaching;
2. to provide a practicum for graduate students desiring a reading endorsement or minor;
3. to provide diagnosis and correction of moderate reading problems for children.

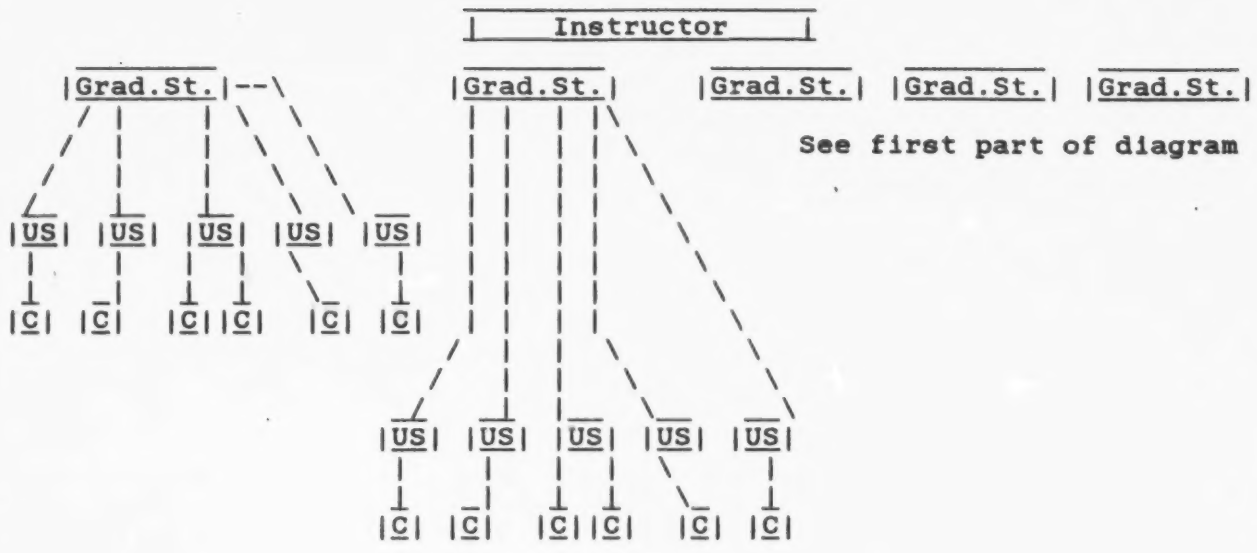
The Reading Clinic will operate on a diagnostic/prescriptive basis giving attention to the needs of the child in the area of language arts, based on the philosophy that every person has the right to read and communicate and every teacher has the responsibility to be a teacher of reading and a facilitator of communication.

While the undergraduate is accountable for all "Clinical Responsibilities" and "Course Responsibilities" as outlined in the syllabus, the focus of his attention is the CHILD -- his/her strengths and weaknesses, emotions, self-concept; successes and failures. We want this to be a happy, pleasant experience, not another link in a series of failures.

The Reading Clinic begins on the fifth week of the course. Dr. Bailey will supervise the graduate and the undergraduate students. The graduate student will administer Informal Reading Inventories or other oral reading tests. From the diagnostic measures and parent/ child interviews, a remediation plan will be developed. The graduate student will supervise a cluster of undergraduate students and both the graduate student and his/her cluster of undergraduate students will work with the children they have been assigned. Tutoring will be on a one-on-one or a two-on-one basis; however, some grade level, large group activities will be incorporated in order to foster group interaction skills.

over

Clinic Organization



CODE: US - Undergraduate Student C - Child

E341/X525
TENTATIVE SCHEDULE

	E341	X525
8/31	1st Class Introduction to class Syllabus Hierachy in Clinic Types of diagnosis Introduction to diagnosis	1st Class Same as E341
9/14	2nd Class Diagnostic work	2nd Class Project
9/21	3rd Class Diagnostic work Materials in 204 *Parent/Child interviews Space assignment in clinic	3rd Class Work on project Testing (review Gilmore, Burns/Roe) Check records to see who is a returnee
9/28	4th Class Mark an I.R.I. Prepare testing Meet with graduates (get assignment, plan motivational concept/closing activity) Questions on Clinic	4th Class *Share articles Meet with undergraduates
10/5	5th Class *Take first exam Clinic begins (Parent/child interview/ questionnaire/test) Meet with graduates	5th Class Preparation Clinic Meet with undergraduates *Turn in Cluster Roster. Keep a copy for yourself & turn in one to Dr. Bailey.
10/12	6th Class Preparation Clinic Discussion with graduate	6th Class Preparation Clinic Meet with undergraduates
10/19	7th Class Preparation Clinic Discussion with graduates	7th Class Preparation Discuss projects due 9th wk. *Remediation strategies and materials list due. *Strategies & materials presentation Clinic Meet with undergraduates

over

	E341	X525
10/26	8th Class Remediation Clinic Materials/Discussion *Deadline #1: rough draft of Items 1, 2, & 3 for case report due.	8th Class Projects Preparation Deadline #1: review drafts of case reports. Clinic
11/2	9th Class Remediation Clinic Materials/Discussions *Undergraduate Creation" Folder due	9th Class *Final project due Materials/Remediation presentation continued (review case report revisions) Clinic Graduates present material
11/9	10th Class Parental involvement/ conferencing Clinic Lecutre will continue 6:30/7:00	10th Class Join undergraduate lecture Clinic
11/16	11th Class Preparation for close of clinic Clinic Discuss case reports (Questions) *Self evaluation turned in to graduate student *Deadline #2: rough draft of Item #4 on Case Report.	11th Class Preparation Deadline #2: review Case Report Item #4 Clinic Discuss case report
11/23	12 Class *Final exam Clinic Deadline #3: rough draft of case	12th Class *Self evaluation due *Undergraduate evaluation due Check rough draft of students' cases Clinic Discussion with undergrads
11/30	13th Class Test return Case Reports/review session Clinic/Conferences Deadline #4: cases due tonight	13th Class Review cases Clinic Final evaluation of Case Reports
12/7	14th Class Closing activity Mail cases	14th Class Same

*Tests/Projects will normally be returned in one week. Please do not ask for them before that time period.

WRITTEN ASSIGNMENT FORMATS

Assignment: Weekly Lesson Plan/Log

The lesson plan and log should be placed in a spiral notebook on 8 1/2 x 11 paper facing each other in such a way that both sheets can be seen at once and reflect one complete account of the tutoring session for each child or for a group of children if all have had the same instruction.

*LESSON PLAN:
Each plan should be based on an evaluation of the previous week and the needs of the student(s). Specifically, the plan should have 4 parts.

1. Behavioral objectives to help accomplish existing goal
2. Procedures to enable the child to reach the desired objective
3. Materials to enliven the procedure and motivate the child
4. Post lesson evaluation: analysis of strengths of the child and of the lessons; what to retain; what to avoid

LOG
This should contain the most important points of what actually happened during the tutoring session from the child's point of view. This information should include attitudinal, informational, and formational changes.

It would be well to note comments made by the child with reference to books, reading, interests, and hobbies. The log should be very helpful to you in completing your post lesson evaluation.

*Lesson plans should reflect the use of the Barnell Loft Series (2), the computer (1), the language experience approach (1), and the Cloze technique (1).

Assignment: Work Sheets

To enable the undergraduate to master the terminology and focus on major topics discussed in class, worksheets will periodically be distributed/assigned. The major purpose of these work sheets is to direct your learning experience. When these sheets are distributed/ assigned (some are provided in "Appendix III"), they are to be completed using lecture notes and/or other reference materials and submitted at the next class meeting

Assignment: Case Report

For a detailed description of this major project see "Case Report Component", Section 3, of this manual.

over

Assignment: "Undergraduate Creation" Folder

Each undergraduate is expected to compile and submit a folder which reflects his creative genius and/or mastery of the following five techniques/strategies:

1. Interest Inventory - develop one that is attractive, enjoyable, and informative.

2. Reward System - devise some system for encouraging your child(ren) to enjoy free reading during the next eight weeks. Explain the purpose to him, set a goal, develop a check system, and most importantly establish a reward (MOTIVATION!). Provide me with a one page write-up describing your system. List other ideas for the future if you wish.

3. Cloze Test - select reading material that you feel is appropriate for use with your child(ren). From that material choose a passage and develop a cloze test. Administer the test and analyze the results. Was the material really suitable to that child's reading level? Submit to me the test that you administered and your analysis.

4. Fry Readability Formula - using the same passage as in the cloze test above and randomly selecting two other passages from the same source, apply the Fry Readability Formula and determine the readability level of the text. Submit to me a photocopy of the three passages with beginning and ending points marked, apply the formula, determine readability level, and briefly state whether or not the material was suitable for your child(ren).

5. Parent Partners - parents are critical partners to the child in helping him develop interest and skill in reading. Develop a list of games/activities/experiences that parents may want to use with their child(ren) to motivate/improve reading. Use research and your own creative ideas. Make a copy of this list for your child's parents, one for your folder, and one for me to keep.

Each of the activities described above should be developed for use with your child(ren) in the Clinic. The purpose of the "Undergraduate Creation" is to allow you an opportunity to demonstrate your proficiency in each of the above techniques/strategies.

Evaluation

Undergraduate students will be evaluated on a 450 point scale as indicated below. All written assignments are to be typed, grammatically correct, and free of spelling errors. If a prescribed format has been announced, only that format will be accepted. All assignments will be reduced one letter grade (10% of total points possible on that assignment) for every day they are turned in late. Any absence after the first will reduce your grade one letter.

The performance of the undergraduate student is critical to the success of the Clinic; therefore, their professional example will be monitored throughout the semester. It is imperative that they maintain a positive, enthusiastic attitude; promote an atmosphere of cooperation and teamwork; and work with the child(ren) in a fair, accurate, and professional manner. Failure to adhere to these standards will mean a significant reduction of points in the Clinical portion of the class.

450 Point Scale

Criteria for Clinical Portion of Class	100	
Preliminary Case Report Evaluation	50	
Criteria Sheet for Case Report	100	
Tests	100	
"Undergraduate Creation" Folder	100	
	450	Total

SECTION II

Guidelines for the Reading Clinic

Everyone is expected to be ON TIME for class and Clinic and to have completed the day's lesson plan.

The undergraduate should be in the hall at 4:57 p.m. to pick up his/her assigned child(ren). At 6:15 p.m., IUS undergraduates should take the child(ren) to the hallway on the third floor. See that each child's parent is there. (If not, an undergraduate may need to walk the child to the car.)

Place lesson plans next to you as you tutor.

If you are unable to atend a clinic session, your lesson plans must be sent to class so someone else can teach your lesson. If there is terrible weather - disregard this. I'd rather you (or someone in your family who might be bringing the plan) be safe than to have your plan!

While the graduate student is teaching (last 25 minutes of the Clinic) the undergraduate is TO BE OBSERVING the graduate and the children (not planning, not talking, not taking a break). This will be noted on the Clinic evaluation.

If the student of an undergraduate tutor is ill, that undergraduate is expected to observe other IUS students as they tutor.

The undergraduate should keep the names, addresses, parents' names and phone numbers of the child(ren) s/he has been assigned. The undergraduate must also obtain the school's name and address.

The graduate must turn in the "Cluster Roster" week 5.

The undergraduate will turn in parent and child questionnaires (provided by Dr. Bailey for research purposes.)

Note the following points as they pertain to the case report:

The undergraduate will write the case report with supervision from the graduate student. The undergraduate should include the activity descriptions of the graduate's activities and how the child(ren) performed on the group activities. The only thing the graduate will write for the undergraduate will be the test description and performance on the test given BY THE GRADUATE. The body of the case report should be no more than four (4) pages.

The graduate student will assign deadlines for parts of the case study. For satisfactory course credit rough draft and final draft deadlines must be met.

over

Case reports due the 12 week. (If a bad snow comes or the university is closed, case reports are due as soon as possible. I will leave instructions with the Division secretaries.)

Remember: Class is not over until 7:00 p.m. Some nights, you will have preparation/conference time from 6:20-7:00 p.m. The graduate student will dismiss the undergraduates in his/her cluster on those occasions.

The undergraduate should keep me informed on the organization of the graduate supervisor.

The graduate student should keep me informed on the progress of the undergraduate student.

The graduate student must rate him/herself on the Clinical portion of the practicum. The graduate student must also collect self ratings from each undergraduate student in his/her cluster. The graduate student will re-rate the undergraduate by using an O to mark the form. These forms will be handed in on the due date designated in the schedule.

Everyone is responsible for making the Clinic a cheerful, fun place to be, especially for the children.

Tests to be Administered

Available in Clinic:

Burns and Roe Informal Reading Inventory
Slosson Oral Reading Test
Slosson Educational Publications, Inc.
P.O. Box 280, East Aurora
New York, NY 14052

Gilmore Oral Reading Test
The Psychological Corporation
Harcourt Brace Javonovich, Publishers
7555 Caldwell Avenue
Chicago, IL 60648

Dolch List

Most reading texts will provide this list of 220 words.

over

READING CENTER
Sample Plan

Child_____ E341 Student_____

X525 Student_____

Date	Broad Goal/ Objective**	Material/Activity Description	Evaluation Subjective	Evaluation Objective
2/10	Comprehension /Main Idea	Barnell-Loft level D "Getting the Main Idea" Paragraphs on interesting topics followed by one main idea, multiple choice item. pp. 4-6	Enjoyed the activity	p.4 - 4/5 p.5 - 3/5 p.6 - 5/5
etc.	etc.	etc.	etc.	etc.

There will be a plan for <u>each</u> child in your cluster (even if two children are following the same plan).

*Lesson Plan forms appear in the appendix.
**Broad goal areas include the following: Word Recognition, Comprehension, Oral Expression, Study Skills, Motivation

S A M P L E

WEEKLY EVALUATION FORMS

Center Teacher _____ Graduate Intern_____

The Center Teacher gives evidence of instruction and planning in the following areas:

1. knows the areas of development he wants to emphasize with the child									
2. utilizes a variety of observations to determine student's reading improvement									
3. engages the student in planning									
4. provides concrete evidence of the child's progress									
5. attempts to find the most suitable approach (methods and materials)									
6. is aware of the limitations and strengths of the materials being used									
7. brings in a variety of self-made or commercial activities									
8. relates well to students in a small group situation									
9. writes adequate plans and logs									
10. is reliable & dependable									
11. has pleasing and well-balanced attitude									
12. loves children									

KEY: Satisfactory work - S Above average - S+ Below Average - S-

COMMENTS:

S A M P L E

Criteria for Clinical Portion of Class

THE IUS STUDENT:	Rating				
1. Selects materials that are appropriate for child's reading abilities.	5	4	3	2	1
2. Selects materials on topics of interest to the child.	5	4	3	2	1
3. Selects materials which are appealing to the eye.	5	4	3	2	1
4. Uses selected materials effectively.	5	4	3	2	1
5. Selects materials in such a manner so that variety is maintained.	5	4	3	2	1
6. Has material organized prior to child's arrival.	5	4	3	2	1
7. Plans ahead.	5	4	3	2	1
8. Writes clear lesson plans.	5	4	3	2	1
9. Clearly strives to meet objectives.	5	4	3	2	1
10. Used a computer or an audio visual at least once.	5	4	3	2	1
11. Is friendly.	5	4	3	2	1
12. Keeps child on task.	5	4	3	2	1
13. Is prepared.	5	4	3	2	1
14. Appears to be putting forth a great deal of effort.	5	4	3	2	1
15. Has good attitude while working in the clinic.	5	4	3	2	1
16. Is prompt.	5	4	3	2	1
17. Appears to be striving to help the child reach his potential.	5	4	3	2	1
18. Acts in a professional manner.	5	4	3	2	1
19. Appears to be concerned for the well being of the child.	5	4	3	2	1
20. Established rapport with the tutoree.	5	4	3	2	1
TOTAL	_____				

Name_____ Name_____

Graduate 0 Undergraduate X

Undergraduates - use an X to rate yourself

Graduates - use an 0 to rate the undergraduate

SECTION III

CASE REPORT GUIDELINES

The Role of the Undergraduate:

Every undergraduate is to complete a formal Case Report on the Child(ren) s/he tutors in the IUS Reading Clinic. Only the prescribed "Format for Case Report" will be accepted. (See attached sheet.) The purpose of this format is to clarify for the undergraduate the style and content expected. There are four deadlines enumerated below (and indicated on "Course Calendar") at which time designated drafts of the case report will be due. Typed case reports are due in triplicate at the 13th class meeting (4:00). Undergraduates are accountable for all revisions in all three final copies if revisions are necessary. The "Criteria Sheet for the Case Study" should accompany the final copy. Undergraduates will self rate their case report using an "X".

Evaluation of case reports will be based on a 150 point scale. All preliminary work submittted on the four deadlines will be with 50 points as specified on the "Preliminary Case Report Evaluation" (attached). Please note that there will be an automatic 10 point deduction for any deadline missed and a 3 point deduction for each typographical error on the final report. I reserve the right to alter any evaluation completed by graduate students.

CASE REPORT DEADLINES

DEADLINE:	ITEM NUMBERS:	DESCRIPTION OF ASSIGNMENT:
#1) 8th Class	1, 2, 3	Cover Page, Child's Characteristics, Tests Administered
#2) 11th Class	4	All Broad Goals and Objectives with accompanying activities should be up to date.
#3) 12th Class	1-6	Rough draft
#4) 13th Class	1-6	Final Case Report

The Role of the Graduate:

The major responsibility of the graduate is to oversee/supervise/evaluate the undergraduates in his/her cluster as they write the case reports. The graduate's primary role is to guide and assist the undergraduate throughout this demanding learning experience; however, the graduate must act as an evaluator as well. At each of the four dead-

over

lines, the graduate will complete the designated section of the "Preliminary Case Report Evaluation" (attached) and share his comments/ concerns with the undergraduate so as to insure improvement. Note that it is the graduate student's responsibility to describe the tests s/he administered and each child's results from those tests (Item #3 on case report). This information must be completed in time for the undergraduate to meet Deadline #1 (8th class). The graduate will collect all final copies of case reports from his/her cluster, evaluate each case report using the "Criteria Sheet for Case Report" (attached) and indicate ratings on the sheet using an "O". Case reports will be due at 4:00 p.m. at the 13th class meeting.

FORMAT FOR CASE REPORT
E341 and X525

1. Cover Page

2. Child's Characteristics (Use this as the title of the section)
   Physiological
   Emotional (some of these can be combined)
   Cultural
   Educational

3. Tests Administered (Use this as the title of the section)

   Names of tests--short description of tests, grade levels, stanines, etc. established by tests.

4. Broad Goals (Use this as the title of the section)

   I. Goal (example: Word Recognition, Comprehension, etc.)
      A. Specific Objective (example: Sight words, Inferential Comprehension, etc.)

      There may be several specific objectives under each broad goal. (Note Goals w/ Roman Numerals and Objectives w/ Upper case letters.)

      State the key word for the objectives and then state what activities were presented to the child to meet the objective. Tell how the child responded to each objective. (Do not cover <u>too</u> many areas. Our time is limited so concentrate on the most important objectives.) Some activities/games that are similar can be included in the same paragraph.

5. Recommendations

   I. Broad Goal: (example: Word Recognition, Comprehension, etc.)

      Tell how you feel the child will best be helped in the future. Include some materials and activities that could be used to further enhance each goal.

6. Appendices

   Include Interest Inventory, Dolch List, Skills Checklist, and anything the child worked on which illustrates his ability. If the child has taken most of his/her work home as a weekly routine, the appendix may be brief. (This is no problem.)

Examples of Segments of the Case Report* for E341

Child's Characteristics

Physiological

_____ is an active, healthy child. He has some speech difficulty when pronouncing "s" but he is seeing a clinician for this. He enjoys games and sports and makes meaningful contributions to discussions. He does have a short attention span which at times leads to listening problems.

Tests Administered

The Dolch list is made up of the 220 words that appear most frequently in children's basic reading. The test is given individually and is based on pronunciation of words at different levels of difficulties. These levels are pre-primer through third grade. _____ scored 93% correct pronunciation at the primer level, and 23% at the first grade level. Testing was stopped at the first grade level. This test was administered by _____.

Activities

I. Word Recognition

A. Phonics - Activities

1. _____ participated in a group game of Vowel Bingo by by Trend Publications. This game involves placing markers on words containing the given vowel sound. _____ liked this game and could recognize all the words.
2. To practice rhyming words, _____ played a matching game, played like Memory, from Can Do Activities by Ideal. _____ did well on this activity but was quickly bored by it.

B. Sight Words - Activities

1. A teacher-made game called E.T. Says, "Come Rhyme With Me" was used to practice sight words which rhyme. _____ had to match a word printed on a card with a rhyming word on the game board. Even though some of the words were difficult for him, he enjoyed this game.
2. Dolch Popper Words and Dolch Picture Word Cards, both by Garrard, are flash cards used to practice sight word recognition. These were used sparingly for review to prevent _____ from becoming bored with them. It was noted that _____ improved his sight word recognition each week.

(over)

II. Oral Expression - Activities

A. Reading Aloud

1. _____ read Frog and Toad Are Friends by Arnold Lobel. He was asked to show expressions felt by the characters; he enjoyed playing the roles.
2. _____ read stories into a tape recorder and listened to his own work. He then reread the story adding the expression he had previously omitted.
3. _____ needed to be encouraged to practice reading aloud. There was incentive in having a special one-on-one time with someone or by reading along with a taped series of books such as Walt Disney or Serendipity. He practiced inflecting expression along with the story teller.

III. Comprehension

A. Main Idea - Activities

1. _____ read stories from the Reader's Digest Skill Builder series. (Readers Digest Services) After reading a story aloud, _____ was asked to identify the main idea. _____ liked these stories and had no trouble stating the main idea.
2. A game from the "Stick Out Your Neck" series by Let's Learn entitled "Drumming Up To Comprehension" will give _____ some needed practice in picking important details.

Recommendations

I. Word Recognition

It is very important for _____ to continue learning the first grade Dolch list of sight words. This can be done in a group using a game, such as Group Word Teaching Game by Garrard, or individually using flashcards, such as Dolch Popper Words also by Garrard. A game particularly good for _____ was the teacher-made game of Fishing for Words.

The Can Do Activities by Ideal are an excellent way to practice phonics skills, including long and short vowel sounds, blends, digraphs, rhyming words, consonant sounds, and letter recognition _____ likes these activities when he can play them as games, preferably competing with a partner.

These examples have been selected and modified from two separate case studies. All segments of the case report are not represented in these examples. Make sure to refer to the case study outline for a complete list of the required components of the case report.

S A M P L E

PRELIMINARY CASE REPORT EVALUATION

Undergraduate_____

Graduate_____

*Deadlines: Complete	Incomplete	Desired Revisions: Notes	Evaluation: (Circle one)
#1			5 4 3 2 1
#2			5 4 3 2 1
#3			5 4 3 2 1
#4			5 4 3 2 1
Overall evaluation of cooperation and progress			5 4 3 2 1

Subtotal _____

Minus late points _____

x2

Total _____

Final Comments:

*Any deadline not met results in automatic deduction of 10 points.

S A M P L E

Criteria Sheet for the Case Report

The Case Study:	Rating
1. Includes a cover page and all parts of the body of the case study as described in the "Format for Case Report".	5 4 3 2 1
2. Includes appropriate goals and objectives (based on diagnosis).	5 4 3 2 1
3. Contains no sweeping generalizations.	5 4 3 2 1
4. Includes a description of activities employed in the clinic that promoted the objectives.	5 4 3 2 1
5. Includes enough bibliographic information when describing each activity or there is a well written bibliography.	5 4 3 2 1
6. Provides recommendations that are suitable to further accomplish established goals.	5 4 3 2 1
7. Contains no awkward sentences.	5 4 3 2 1
8. Wording sounds professional (but not jargony.)	5 4 3 2 1
9. Is grammatically correct.	5 4 3 2 1
10. Is neatly typed and has a professional appearance.	5 4 3 2 1

Dr. Bailey will complete this line Sub-total _____ x2 _____

-3 per typo

TOTAL _____

Name_____ Name_____

Graduate - O Undergraduate - X

This should be placed inside the cover page of the final copy of the case study.

SECTION IV

Check list for a Good Conference

1. Make careful preparation. Consult your graduate student and the mid semester progress report for details. Use the check sheet of skills.

2. Have an informal setting; establish rapport; set a time limit.

3. Begin on a positive note; encourage parents to talk; listen attentively.

4. Develop an attitude of mutual cooperation.

5. Encourage suggestions from the parent and use these as a springboard for action.

6. Summarize points covered. Take notes.

7. Tell parent you will not be working with his child next semester but that you will pass the folder and information on to the next teacher.

8. Discuss whether or not the parent wishes to have child tutored next semester.

9. End on a positive note; don't send the parent away loaded down with too many suggestions.

CONFERENCE SHEET

NAME_____ PARENTS PRESENT_____ GUARDIANS_____
DATE_____

CHILD'S STRONG POINTS:
- personality
- peer relations
- favorite subject or hobby

SOME CUTE, FUNNY, INTELLIGENT THING THE CHILD HAS SAID OR DONE

ACADEMIC PROGRESS:
- SHOW SAMPLES OF WORK
- MAKE SUGGESTIONS OF WHAT CAN BE DONE
- ASK FOR SUGGESTIONS AS TO WHAT THEY CAN DO
- DISCUSS WEAK POINTS OPENLY
- GRADING SYSTEM (IF NOT KNOWN)

HOME SITUATION
- LISTEN TO PARENTS ABOUT CONDITIONS AT HOME WITH REFERENCE TO STUDY HABITS, EATING HABITS, SLEEP HABITS, ETC.

SOLUTIONS:
- DISCUSS WHAT THE SCHOOL AND THE HOME CAN DO TOGETHER
- SUGGEST A CHECKLIST OF WHAT PARENTS CAN GO OVER IN ORDER TO HELP

SUMMATION:
- DECISIONS:

NOTE: The above are merely suggestions. Compile your own outline so that you do not forget various points with some parents; try to cover the same points with all parents, unless completely unnecessary for same particular child.

CONFERENCE GUIDE AND REPORT

1. Child's Name_____ Grade____ Age____ Place in Family_____

2. Date Conference_____

3. Persons present at conference_____

_____

4. Purpose of Conference_____

_____

5. Points to be discussed and material to be shared:_____

_____

a.

b.

c.

d.

6. Parents comments:_____

_____

_____

_____

7. Specific agreements and recommendations:_____

_____

_____

_____

Center Teacher_____ Date_____

Parent-Teacher Conferences

BEFORE

1. Set conference schedule times.
2. File Folder on each child (personal work done by child). Organize.
3. Fill out report cards completely along with comments.
4. Permanent records (current diagnostic test; as for reading levels).
5. Have comments firmly in your mind or written down.
6. Be prepared for questions.
7. Talk to children to assure them it is not because they have done anything naughty.
8. Set up an informal meeting place.
9. Make the room attractive and make it evident that the parents are welcome.
10. Clean out desk (children's).
11. Have resource persons, such as reading specialist, psychologist, principal alerted if potential problem is forseen.
12. Know child's area of interest.
13. Dress appropriately.
14. Have teacher's name and grade clearly posted on door; also sign with "Conference in Session" visible; cover glass window.
15. Have table in hall equipped with toys, games, books, etc., for other children who may come along' have professional books for parents to read while waiting.
16. Place list of names and times on door for parents to see who is next.
17. If parent does not wish child to be in room, tell child that you will tell him what is in the file.
18. Have conference form sheet:

Name	Social behavior
Parent present	Parents comments
Positive comments	Suggestions to be implemented
Learning difficulties	

DURING

1. Greet parent at the door; coffee.
2. Sit level with parent.
3. Explain to parent what will be discussed.
4. Ask the parent if they have anything they would like to discuss.
5. Start off with positive things.
6. Get an exchange of ideas about home and school.
7. Show the parent the concrete information in folder.
8. From this, state areas of concern tactfully.
9. Discuss solutions.
10. End on a positive note.
11. Explain grading system, if necessary.
12. Be willing to listen.

over

DURING (continued)

13. Take notes.
14. Do not make insinuations, hasty judgments, or compare child to siblings.
15. Be yourself: pleasant and encouraging.
16. Explain types of instruction the child is receiving.
17. Have sign on door: conference in progress. Please do not disturb.
18. Arrange several chairs in hall. Provide reading material.
19. Speak in a calm, distinct voice.
20. Be patient.
21. Try to make parents feel comfortable.
22. Present facts realistically.
23. Have child in during conference (debatable).
24. Be tactful, pleasant; don't lose temper.
25. Watch parents' reaction.
26. Use vocabulary parents can understand; explain terms.

AFTER

1. Note parent's reactions.
2. Note positive or negative results.
3. Note which parent came.
4. Follow up on suggestions discussed.
5. File children's records.
6. Talk to child if necessary. Encourage.
7. Date notes and mark papers shown so as not to repeat in next conference.
8. Put recommendations of parents into action.
9. Call parents to check up on student's home progress.
10. Start new checklist.
11. Discuss urgent, relevant points with principal.
12. Have a coke.
13. Make notes directly after conference.
14. Contact principal, if necessary.
15. Ask parents for recommendations.
16. Accept parents suggestions; implement them.
17. Put records away before next parent comes in.

Parent-Teacher Conferences

TYPES OF PARENTS

educated - explain the methods being used and ask for suggestions
religious - attempt to explain that parent's values will not be destroyed
conservative - explain the traditional programs available
handicapped - advise them of centers with individual training and help
foreign - explain that the curriculum will be designed to include ethnic and cultural histories and backgrounds
wealthy - explain the opportunities available for leadership abilities
poor - describe the school facilities and how these can help the child
liberal - explain the progressive and innovative programs available
racially mixed - explain that the curriculum tries not to exclude any cultural backgrounds
frustrated - look to the future; be optimistic
boastful - show concrete evidence of child's work
apathetic - try to get them involved
parents who compare children - tell them that each person travels to a different beat
single parent - describe the school programs which are designed to involve the parent and child
surly and angry - explain the school's views on discipline and class attendance; all children treated same as others
pushy and ambitious - explain that not all children are geared for high competition and that a child does better moving at his own speed
mousy - explain that their child needs encouragement and praise; do not talk down to them
teacher parents - explain teaching methods used in the school which might be different than those used in own school
very young parents - explain how they could work with their child at home
late in life parents - explain the newer methods used in school today
divorced parents - explain the need for communication and security
unwed parents - explain the need for communication and security
step parent - explain that the adjustment is shaky and that both parents should help the child to feel wanted and loved
disadvantaged - carefully try to see that the home environment is not affecting the child
know-it-all - use tact and patience and draw on their experience
pessimistic - explain that child is capable and is doing all he can
overly talkative - listen and reinforce when possible
suspicious - show records and be very open and honest
radical - be honest and direct; describe innovative techniques school is using
worried - do not hide facts from parent; be tactful
willing - let this parent help
demanding - be diplomatic and tactful in explaining child's needs
foster parent - treat him as the real parent
grade-conscious - try to explain that the child needs to progress up to his own ability and not to be better than others
divorced/widow - be understanding; don't make unreasonable demands

A P P E N D I X I:

CLINIC COMMUNICATION FORMS

INDIANA UNIVERSITY SOUTHEAST
Division of Education
The Reading Clinic

The Reading Center at Indiana University Southeast offers a tutoring program for elementary school students with reading problems. There is no charge for this service; however, there is a small charge for metered parking.

The Reading Center is staffed by supervised graduate and undergraduate university students currently enrolled in various advanced reading courses at Indiana University Southeast. These tutors will assess the reading needs of the elementary students assigned to them, plan an individualized reading program for each child, and conduct pre-tutoring and final parent conferences.

In the fall and spring semester of each year children will be accepted to the Reading Clinic. Each session will last 75 minutes per week and the Clinic will run for several weeks (see Calendar). Students accepted are expected to attend all of these sessions, and parents are expected to attend the pre-tutoring and final conferences.

If you are interested in enrolling your child in the reading program offered by the IUS Reading Center, please complete the School Summary Sheet. (The teacher must also complete this form.) It should be returned to the IUS Reading Clinic even if your child has a similar form on file from last semester. Current information is essential if your child is to receive maximum benefit from the IUS program.

Children will be accepted on a "first come-first served" basis. The number of children accepted each semester will depend on the number of tutors available. Those children who are not accepted during the current semester will be put on the waiting list for the following semester. You will receive your acceptance/rejection letter approximately two weeks before tutoring begins.

If you have any questions regarding enrollment procedures or the operation of the IUS Reading Center, please contact me at:

The Reading Center - Division of Education
Indiana University Southeast
4201 Grant Line Road, New Albany, In 47150
Phone: 945-2731, ext. 386 (leave message)

Sincerely,

Kevin Sue Bailey

Kevin Sue Bailey
Adjunct Faculty
Division of Education

enclosures

Form that is mailed by the Reading Clinic Instructor to the parents.

INDIANA UNIVERSITY SOUTHEAST

Reading Clinic

DATES: October 5 - November 30, 1987

TIME: 5:00-6:15 p.m. each MONDAY

PLACE: Hillside Hall, Room 202

Please return form to: Kevin Sue Bailey
Reading Clinic
Indiana University Southeast
4201 Grant Line Road
New Albany, IN 47150

Children will be selected on a "first come-first served" basis.

If your child is ill and cannot attend the clinic, please call the Division of Education and leave a message with the secretaries (945-2731, ext. 386).

IUS READING CLINIC
School Summary Sheet

Parents' Section:

CHILD'S NAME_____
Last First Middle

ADDRESS_____
Street City State Zip

BIRTHDATE_____ AGE_____ TELEPHONE (HOME)_____
Month/Day/Year (WORK)_____

PARENTS' (OR GUARDIANS') NAMES_____

SCHOOL_____ PRINCIPAL_____

SCHOOL'S ADDRESS_____
Street City State Zip

Teacher's Section:

PRESENT GRADE____ TEACHER_____ Phone_____
(school)

READING GRADE LEVEL APPROXIMATION_____READING SERIES_____

List MAJOR reading difficulties:	List MAJOR reading strengths:
1.	1.
2.	2.
3.	3
4.	4
5.	5.

Note any information which would help us work with this child. (i.e. retention, remedial programs, etc.)

NOTE: PLEASE RETURN PROMPTLY* TO: Dr. Kevin Sue Bailey
The Reading Clinic - IU Southeast
4201 Grant Line Road
New Albany, IN 47150

*The children are accepted into the clinic on a "first come-first served" basis.

INDIANA UNIVERSITY SOUTHEAST

Education Division
Reading Center

Dear Principal:

Enclosed you will find a copy of the case study written on _____ while s/he attended the IUS Reading Center. A copy of this report has also been sent to the child's parent(s).

Among the items included in the report are the diagnostic measures that were used, followed by the child's results. From these results, goals were written and lessons planned to meet the child's individual needs. Such goals and lessons are described in this study. The Recommendations Section is perhaps the most important part of this report. I suggest that the child's teacher read it with care.

A pre-service (undergraduate) student prepared this report. In addition, I have read the enclosed document. Nevertheless, the child's case study is based on a short involvement at the Reading Center. While it is hoped the contents will be helpful as your school's personnel strive to help the child reach his/her potential, the recommendations should not be viewed as the only solutions. Therefore, you and the child's teacher may determine whether or not the contents justifies being made part of the permanent file.

Sincerely,

Kevin Sue Bailey

Kevin Sue Bailey
Acting Director
IUS Reading Center

Enclosure

INDIANA UNIVERSITY SOUTHEAST

Education Division
Reading Center

Dear Parent:

Enclosed you will find a copy of the case study written on your child while s/he attended the IUS Reading Center. A copy of this report has also been sent to the child's school.

Among the items included in the report are the diagnostic measures that were used, followed by the child's results. From these results, goals were written and lessons planned to meet the child's individual needs. Such goals and lessons are described in this study. The Recommendations Section is perhaps the most important part of this report. I suggest that you and the child's teacher read it with care.

A pre-service (undergraduate) student prepared this report. In addition, I have read the enclosed document. Nevertheless, the child's case study is based on a short involvement at the Reading Center. While it is hoped the contents will be helpful as you strive to help your child reach his/her potential, the recommendations should not be viewed as the only solutions.

Good luck in the future.

Sincerely,

Kevin Sue Bailey

Kevin Sue Bailey
Acting Director
IUS Reading Center

Enclosure

A P P E N D I X I I:

FORMS FOR USE IN CLINIC

REMEDIATION STRATEGIES
AND
MATERIALS LIST

Reading Clinic
Manufacturers' Addresses

Barnell Loft
958 Church Street
Baldwin, NY 11510

Educational Insights
150 West Carol Street
Compton, CA 90220

Garrand Publishing Company
Goldsborough Street
Easton, MD 21601

Ideal
11000 South Lavergne Avenue
Oak Lawn, IL 60453

Jostens Publishers
P. O. Box 1903
Topeka, KS 66601

Reader's Digest Press
200 Park Avenue
New York, NY 10166

Sunburst Communications
Room DL 75
39 Washington Avenue
Pleasantville, NY 10570-9971

Reading Clinic
Schools' Addresses

1. Grant Line School
   4811 Grant Line Road
   New Albany, IN 47150
   Phone 949-4290

2. Green Valley School
   2230 Green Valley Road
   New Albany, IN 47150
   Phone 949-4292

3. Hazelwood Junior High School
   Hazelwood Avenue
   New Albany, IN 47150
   Phone 949-4280

4. Mount Tabor School
   800 Mount Tabor Road
   New Albany, IN 47150
   Phone 949-4301

5. Parkwood Elementary School
   748 Spicewood Drive
   Jeffersonville, IN 47130
   Phone 945-2387

6. Silver Street School
   2023 Ekin Avenue
   New Albany, IN 47150
   Phone 949-4309

7. Slate Run School
   1452 Slate Run Road
   New Albany, IN 47150
   Phone 949-4311

8. St. Anthony's School
   320 North Sherwood Avenue
   Clarksville, IN 47130
   Phone 282-2144

9. St. Mary's School
   420 East Eighth Street
   New Albany, IN 47150
   Phone 944-0888

Ridout

READING CENTER

Child _____ E341 Student _____

X525 Student _____

DATE	BROAD GOAL/OBJECTIVE	MATERIAL/ACTIVITY DESCRIPTION	EVALUATION	
			SUBJECTIVE	OBJECTIVE

A P P E N D I X I I I:

HANDOUTS FOR USE IN COURSE

READING TERMINOLOGY #1

Work Sheet Name_____

DEFINE:

reading

prescription

corrective reading

self-instruction

disabled reader

retarded reader

diagnosis

developmental reading

critical reading

self-concept

disadvantaged reader

follow-up program

READING TERMINOLOGY #2

Work Sheet Name_____

DEFINE:

sight words

word analysis skills

contest clues

structural analysis

vocabulary development

literal meaning

inference

evaluation

word recognition

configuration clues

phonetic analysis

interest inventory

readability

reading levels

READING TERMINOLOGY #3

Work Sheet Name_____

DEFINE:

informal reading inventory

cloze procedure

vocalization

omissions

insertions

substitutions

inversions

repetitions

independent level

frustration level

instructional level

kinesthetic approach

MATERIALS ASSESSMENT

Use all of the time you have to read, study, discuss, and role-play the materials found in the media center.

Name of Program/Series	Description/Purpose	Have Read	Have Role-played	Can Use